

SUBMISSION GUIDELINES

For

Documents Prepared To Standards Adopted By

The Commission on Teacher Credentialing

Pursuant To SB 2042

**Clear Credential Programs
(Fifth Year of Study Programs)**



November 28, 2007

**California Commission on Teacher Credentialing
Professional Services Division
1900 Capitol Avenue
Sacramento, CA 95814**

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Introduction

The vision of SB 2042, based on the recommendations of the precursor SB 1422 panel, was to re-conceptualize learning to teach as three years of situated learning. The one year preliminary preparation program was envisioned as the period when the individual acquires the initial knowledge, skills, and abilities to be a teacher. Then the two year induction period would be the time when the beginning teacher, under the guidance of a trained support provider, puts pedagogical theories and content knowledge into practice in an actual classroom. Induction was designed to be completed when the beginning teacher has his or her own classroom with K-12 students. The adopted Induction Standards are framed on the paradigm that the newly credentialed individual is teaching students in a classroom and able to demonstrate the requisite knowledge and skills through his/her teaching practice. State funding is available to support induction for all individuals employed in the public schools in California in their 1st and 2nd year of teaching on a preliminary credential.

AB 2210 (Chap. 343, Stats. 2004) clarified that completion of a Commission-approved induction program is the required route to earn an SB 2042 clear multiple subject or single subject teaching credential. The bill also specifies that if an induction program is unavailable to the employed preliminary credential holder, the teacher will be allowed to complete a Commission-approved Clear Credential program. AB 2210 also allows a teacher to complete a Commission-approved Clear Credential program if the individual is required to complete subject matter course work to meet the No Child Left Behind (NCLB) legislation's highly qualified teacher requirements.

Individuals employed in private schools or other teaching positions, but not K-12 public schools, may participate in an approved induction program but are not supported by state funding. The employer of a preliminary credential holder must complete and sign Form CL 855, "*Verification of Unavailability of a Commission Approved Induction Program*" stating that Induction is not available to the individual to allow that person to utilize the Clear Credential program route to earn the clear credential (<http://www.ctc.ca.gov/notices/coded/050010/050010.pdf>).

Approval of Clear Credential Programs

Program sponsors may seek approval of a program for the Clear Credential (including Advanced Study Courses) in order to accommodate candidates described above. Only program sponsors who are approved for Multiple or Single Subject programs under the SB 2042 standards are eligible to submit proposals.

Approval of the Clear Credential Program represents a change from earlier practice. The program sponsor seeks approval of the entire Clear Credential program, rather than individual components. Previously, individual courses were approved for use in the Fifth Year of Study Program and could result in a "piecemeal" approach to meeting the requirements. This new approval process applies to graduates of SB 2042 programs for the Multiple or Single Subject Credentials and replaces the earlier process.

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Clear Credential Program

A Clear Credential Program is defined as a program of course work consisting of a minimum of 30 semester units beyond the bachelor's degree or a master's degree completed at a regionally-accredited college or university. The course work or degree is to be in a field of study designed to improve the teacher's competence and skills and may be in the field of education as well as other related areas.

The Clear Credential Program (course work beyond the bachelor's degree) may be initiated **prior** to or **after** the issuance of a Preliminary Multiple or Single Subject Teaching Credential. Following are the types of preparation meeting the requirement:

1. Study undertaken to complete an approved program of professional preparation.
2. Additional subject matter preparation.
3. Completion of an approved program for an advanced or specialized credential.
4. Pursuit of a master's or higher degree in education or related areas.
5. A program of in-service training for which college or university credit is given.

Advanced Study Course Work

In addition, as part of the Clear Credential Program, the candidate must complete the required Advanced Study Course Work in health education, teaching special populations, using technology and teaching English learners, **after** the issuance of the Preliminary Multiple or Single Subject Teaching Credential.

Completion of the Clear Credential Program

Approved program sponsors will determine that the candidate has completed the required minimum number of units consistent with the types of preparation described above. Further, program sponsors will determine that the approved advanced study course work was taken after the issuance of the preliminary credential. If a program sponsor wishes to make an equivalency decision about one or more of the advanced study courses, it must be based upon course work or experience completed after the issuance of the preliminary credential. When the candidate finishes the clear credential program, the program sponsor will submit the candidate's application, credential fee, supporting materials and recommendation form.

SUBMISSION GUIDELINES For SB 2042 Clear Credential Programs

To facilitate the proposal review and approval process, Commission staff has developed the following instructions for organizations submitting Clear Credential Programs for approval under SB 2042. It is essential that these instructions be followed accurately. Failure to comply with these procedures may result in a proposal being returned to the prospective program sponsor for reformatting and/or revision prior to being reviewed.

Transmittal Instructions

In order to expedite your proposal review please notify the Commission staff 30 days prior to submission to allow staff to arrange for reviewers.

Sponsoring agencies are required to submit **two printed copies** of their proposal(s), **including one unbound copy** to the following address:

California Commission on Teacher Credentialing
Professional Services Division
1900 Capitol Avenue
Sacramento, CA 95814

Attention: Terry Janicki

In addition, **one electronic copy of the proposal** should be submitted to:

Terry Janicki: tjanicki@ctc.ca.gov

This electronic submission should be in Microsoft Word, or a Microsoft Word compatible format. Some phases of the review process will involve secure web-based editing. To facilitate this process, please leave no spaces in the name of your document, and be sure that the name of the file ends in ".doc" (example: CCTCBlendeddocument.doc).

Submittal Deadlines

Program sponsors may submit program applications at any time.

Program sponsors should note that additional materials, including the required

Transmittal Cover Sheet, are included as an appendix to this document.

Transmittal Documents

Sponsoring agencies should send the SB 2042 Sponsoring Organization Transmittal Cover Sheet with the original signatures of the program contacts and chief executive officer along with their proposal(s).

In addition, each of the two copies of each proposal should begin with a copy of the SB 2042 Sponsoring Organization Transmittal Cover Sheet (see the Appendix for a blank copy).

Proposal Organization

Program sponsors must submit a complete program proposal for the Clear credential. The proposal will include a description of the procedures that the sponsor will follow in determining that each candidate completes the required coursework beyond the bachelor's degree (both that taken before the issuance of the preliminary credential and that taken after the issuance of the preliminary credential). The sponsor will be responsible for determining that the coursework taken is appropriate for the Clear credential. The sponsor is also responsible for offering all of the Advanced Study Courses and for determining that each candidate completes the approved Advanced Study Courses after the issuance of the preliminary credential.

- (a) The program sponsor will describe its procedures for keeping appropriate records for each candidate. This must include an initial assessment of appropriate coursework taken, or to be taken. Coursework to be used must meet one or more of the following requirements:
- Study undertaken to complete an approved program of professional preparation.
 - Additional subject matter preparation.
 - Completion of an approved program for an advanced or specialized credential.
 - Pursuit of a master's or higher degree in education or related areas.
 - A program of in-service training for which college or university credit is given.

In addition, the program sponsor will describe how records are maintained for each candidate, how the sponsor makes certain that the advanced study course work is taken after the issuance of the preliminary credential, who is responsible for advising the candidate and who makes the final determination that all Clear credential requirements are met.

- (b) The response(s) submitted will describe all advanced study course work that candidates will take after receiving a SB 2042 Preliminary Multiple Subject or Single Subject Credential. Included in the Standards are many instances where the candidate must demonstrate a skill or ability. Therefore, it seems unrealistic to submit course work in isolation from experience with students in classroom settings.

Each proposal must be organized in the following order:

1. Transmittal Cover Sheet (see Attachment III)
2. Description of Clear credential Program
3. Responses to Standards for Advanced Study Courses

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Responding to Standards

Advanced Study Course proposals should provide sufficient information about how the program intends to deliver content consistent with each standard so that reviewers can determine whether each standard has been met by the program.

The written text may be organized in a variety of ways. Both holistic and element-by-element responses, as well as a combination of these approaches, are acceptable. Whatever the organizational format, the text must reference all required elements, or address them specifically. ***Responses that do not address each standard and its required elements will be considered incomplete.***

Responses should not merely reiterate the standard. They should demonstrate how the standard will be met by describing both the content and processes that will be used in the advanced study course, and by providing evidence to support the explanation.

The goal in writing the response to any standard should be to describe the proposed course clearly enough for an outside reader to understand what a new teacher will experience, as he or she progresses through the program, in terms of depth, breadth, and sequencing of instructional and field experiences, and what he or she will know and be able to do and demonstrate at the end of the course. Readers will then be able to assess the responses for consistency with the standard, completeness of the response, and quality of the supporting evidence.

Some examples of supporting evidence helpful for review teams include:

- Course or module outlines, showing the sequence of course topics, classroom activities, materials and texts used, and out-of-class assignments
- Specific descriptions of assignments and other formative assessments that demonstrate how teachers will demonstrate an ability or competence
- Documentation of materials to be used, including tables of contents of textbooks and identification of assignments from the texts, and citations for other reading assignments.

Lines of suitable evidence will vary with each standard and advanced study course.

Standards of Quality and Effectiveness for Advanced Study Course Work

for the

Multiple Subject and Single Subject Professional Clear Teaching Credential

- (1) Advanced Study of Health Education
- (2) Advanced Study of Teaching Special Populations
- (3) Advanced Study of Using Technology to Support Student Learning
- (4) Advanced Study of Teaching English Learners
- (5) Advanced Study of K-12 Core Academic Content and Subject Specific Pedagogy
- (6) Advanced Study of Supporting Equity, Diversity and Access to the Core Curriculum

Standard 1: Advanced Study of Health Education

In advanced course work, each candidate builds upon the knowledge, skills, and abilities acquired during the professional teacher preparation program for the delivery of comprehensive support for students' physical, cognitive, emotional and social well being. Each candidate understands and promotes personal, classroom, and school safety through appropriate prevention and intervention strategies. Each candidate demonstrates an understanding of the relationship between student health and student learning, and knows how to access local and community resources to support student health. Each candidate demonstrates knowledge of and implements appropriate elements of the adopted health curriculum and instructional materials for the teaching assignment. Each candidate knows major state and federal laws related to student health and safety, including reporting requirements and parents' rights.

Required Elements

- (a) Each candidate identifies environmental factors that influence student well- being, and takes appropriate actions to address student health and safety within the context of the teaching assignment.
- (b) Each candidate implements accident prevention strategies within the classroom and the school site.
- (c) Each candidate uses a strengths-based approach to foster individual students' well- being. He/she is able to communicate with students' families regarding student health and safety, and can work with families, caregivers and health professionals to create and maintain a healthful environment.
- (d) Each candidate knows and can implement the school's crisis response plan: procedures for responding to emergency health situations; procedures for contacting staff identified as qualified to provide first aid and CPR; and conflict resolution strategies and other techniques for defusing potentially violent situations.
- (e) Each candidate demonstrates understanding of health and safety factors such as vision, hearing, nutrition, communicable diseases, alcohol and substance abuse, and other risk behaviors that impact student health and learning. Candidates know how to recognize these factors, and how to access in accordance with school policy and procedures appropriate site, local and community health and mental health resources available to help students and families: health education, school nurses, and health clerks; vision, hearing and dental clinics; nutrition and free lunch programs; speech therapy and psychological and counseling services; social workers; and child welfare and attendance workers.
- (f) Each candidate uses appropriately the adopted health curriculum and knows how to use instructional materials in health within the context of the teaching assignment.
- (g) Each candidate knows and implements as appropriate state and federal reporting requirements relating to child abuse and neglect; state and local permitted health topics; state and federal requirements as well as local policy regarding family life and sex education, and procedures for notifying parents; and parents' rights regarding instruction in health. He/she is familiar with local guidelines for accessing and using outside speakers.

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Standard 2: Advanced Study of Teaching Special Populations

In advanced course work, each candidate builds on the knowledge, skills and strategies acquired during preliminary preparation for teaching students with disabilities, students in the general education classroom who are at risk, and students who are gifted and talented. Each candidate knows the statutory provisions of the Individuals with Disabilities Education Act (IDEA), subsequent changes in the act, and any new, relevant statutory requirements. Each candidate knows the statutory and/or local provisions relating to the education of students who are gifted and talented. Each candidate demonstrates the ability to create a positive, inclusive climate for individualized, specialized instruction and the assessment of students with special needs and/or abilities. Each candidate demonstrates the use of instructional strategies to provide students with disabilities appropriate learning opportunities to master grade level State-adopted academic content standards for students at high performance levels. Each candidate demonstrates the ability to establish cooperative and collaborative relationships with community and school professionals significant to the education of students with disabilities and with students' care givers, as well as with community and school professionals significant to the education of students who are gifted and talented.

Required Elements

- (a) Each candidate demonstrates knowledge of processes for identifying and referring students for special education services, and the legal and ethical obligation of general education teachers to participate in the Individualized Education Plan (IEP) process, including attending IEP meetings, collaborating and cooperating with special education teachers and the student's parents, and implementing the plan's goals and objectives as they pertain to mainstreaming in the general education classroom.
- (b) Each candidate demonstrates knowledge of student growth and development, and the use of positive behavioral support strategies based on functional analysis of student behaviors and related factors.
- (c) Each candidate demonstrates knowledge of strategies to ensure that students with disabilities, as well as gifted and talented students, are integrated into the social fabric of the classroom.
- (d) Each candidate demonstrates comprehensive ability and skill in the identification and use of resources such as personnel, equipment, instructional materials, teaching strategies, assistive technologies, and supplies available within the school and the local community for assessing and educating students with individual needs in the general education classroom.
- (e) Each candidate demonstrates collaboration with others such as care givers, special education teachers, and support persons for the transition of the special education student to the least restrictive environment, whether it is to the next grade, school, or post-school environment.
- (f) Each candidate demonstrates recognition and assessment of the strengths of students with disabilities and of students who are gifted and talented, as well as their social and academic needs, and how to plan instructional and/or social activities to further develop these strengths.

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Standard 3: Advanced Study of Using Technology to Support Student Learning

In advanced course work, each candidate builds upon the knowledge, skills, and abilities acquired during preliminary preparation for the delivery of comprehensive, specialized use of appropriate computer-based technology to facilitate the teaching and learning processes. Each candidate is a fluent, critical user of technology, able to provide a relevant education and to prepare his/her students to be life-long learners in an information-based, interactive society. Each candidate makes appropriate and efficient use of software applications and related media to access and evaluate information, analyze and solve problems, and communicate ideas in order to maximize the instructional process. Such use of technology supports teaching and learning regardless of individual learning style, socioeconomic background, culture, ethnicity, or geographic location. Each candidate integrates these technology-related tools into the educational experience of students, including those with special needs.

Required Elements

- (a) Each candidate communicates through a variety of electronic media.
- (b) Each candidate interacts and collaborates with other professionals through a variety of methods, including the use of computer-based collaborative tools to support technology - enhanced curriculum.
- (c) Each candidate uses technological resources available inside the classroom or in library media centers, computer labs, local and county facilities, and other locations to create technology-enhanced lessons aligned with the adopted curriculum.
- (d) Each candidate designs, adapts, and uses lessons that address the students' needs to develop information literacy and problem solving skills as tools for lifelong learning.
- (e) Each candidate uses technology in lessons to increase students' ability to plan, locate, evaluate, select, and use information to solve problems and draw conclusions. He/she creates or makes use of learning environments that promote effective use of technology aligned with the curriculum inside the classroom, in library media centers or in computer labs.
- (f) Each candidate uses computer applications to manipulate and analyze data as a tool for assessing student learning and for providing feedback to students and their parents.
- (g) Each candidate demonstrates competence in evaluating the authenticity, reliability and bias of the data gathered, determines outcomes, and evaluates the success or effectiveness of the process used. He/she frequently monitors and reflects upon the results of using technology in instruction and adapts lessons accordingly.

Standard 4: Advanced Study of Teaching English Learners

In advanced course work, each candidate builds on the knowledge, skills and abilities acquired during the professional teacher preparation program for the delivery of comprehensive, specialized instruction for English learners. Each candidate knows school organizational structures and resources designed to meet the needs of English learners, and demonstrate the ability to implement the adopted instructional program for English Language Development. Each candidate demonstrates the ability to implement the adopted instructional program for the development of academic language, comprehension, and knowledge in the core academic curriculum that promotes students' access and achievement in relation to state-adopted academic content standards and performance levels for students. Each candidate is familiar with local and state-adopted assessments for English language proficiency, and how these instruments are used to measure student accomplishment and to place students. Each candidate uses knowledge of students' backgrounds, experiences, and family structures in planning instruction and supporting individual student learning.

Required Elements

- (a) Each candidate knows the purposes, goals and content of the adopted instructional program for the effective teaching of and support for English learners. He/she knows local and school organizational structures and resources designed to meet the needs of English learners.
- (b) Each candidate demonstrates the skills and abilities to use English language development methods and strategies as part of the approved reading/language arts program, including teaching of reading, writing, speaking and listening skills that logically progress to the grade level reading/language arts program for English speakers.
- (c) Each candidate demonstrates the ability to appropriately use adopted instructional materials and strategies for English learners, based on students' assessed proficiency in English and in their first language.
- (d) Each candidate demonstrates the ability to use a variety of systematic, well planned teaching strategies that develop academic language, make content comprehensible to English learners, provide access to the adopted grade level curriculum in core academic subject matter, and develop concepts and critical thinking skills.
- (e) Each candidate understands and knows how to interpret assessments of English learners for student diagnosis and placement, and for instructional planning. Each candidate knows the purposes, contents and uses of California's English Language Development Standards and English Language Development Test. Each candidate effectively uses appropriate measures for initial, progress monitoring, and summative assessment of English learners for language development and for content knowledge in the core curriculum.
- (f) Each candidate knows how to use assessment information to diagnose students' language abilities and to develop lessons that maximize students' academic success and achievement in the State-adopted academic content standards.
- (g) Each candidate draws upon available resources to enhance English learners' comprehension of content by organizing the classroom and utilizing first language

support services when available to support mastery of the State-adopted academic content standards for students.

- (h) Each candidate plans and delivers appropriate instruction and applies understandings of how cultural, experiential, cognitive and pedagogical factors and individual student needs affect first and second language development.
- (i) Each candidate develops appropriate and meaningful learning experiences that draw on students' prior knowledge and experiences.
- (j) Each candidate provides an equitable learning environment that encourages students to express meaning in a variety of ways.
- (k) Each candidate effectively teaches students from diverse backgrounds and communities, and can communicate effectively with parents and families.

Standard 5: Advanced Study of K-12 Core Academic Content and Subject Specific Pedagogy

Each candidate grows and improves in his/her ability to reflect on and apply *The California Standards for the Teaching Profession*, beyond what was demonstrated for the preliminary credential. Each candidate also demonstrates knowledge of and ability to teach state-adopted academic content standards and performance levels for students, and state-adopted curriculum frameworks, in the context of his/her teaching assignment. Each candidate delivers content specific instruction that is consistent with the adopted curriculum materials and differentiated to address the specific academic learning needs of the students. Each candidate demonstrates understanding of at least one core academic content area of focus and its application to teaching and student learning within the context of the teaching assignment

Required Elements

- (a) Formative assessments document each candidate's increased ability to teach students in a manner consistent with *The California Standards for the Teaching Profession* and beyond what was demonstrated for the preliminary credential.
- (b) Throughout the program each candidate learns more about and applies in daily instructional practice state-adopted academic content standards and performance levels for students, state-adopted curriculum frameworks, and adopted texts and instructional materials at the appropriate grade level(s).
- (c) Each candidate communicates with support providers, grade level teachers, department members, university partners, and/or curriculum support staff to investigate, learns, and apply the adopted curriculum in at least one content area of focus. The scope of professional growth activities in at least one selected content and curricular area is based on the teacher's teaching assignment, identified developmental need, and prior preparation, including the teaching performance assessment results if available.
- (d) Each candidate demonstrates the ability to set standards for student behavior, establish classroom routines, and create a fair and respectful climate for student learning.

Instructional time is used to implement the adopted instructional program in the selected curricular area(s).

- (e) Each candidate demonstrates the ability to plan and deliver standards-based instruction to meet the individual and diverse learning needs of all students using adopted instructional materials and differentiating instruction as appropriate within the context of the teaching assignment.
- (f) Each candidate demonstrates the ability to interpret student assessment data, and to use multiple measures for entry level, progress monitoring, and summative assessments of student academic performance in relation to the state-adopted academic content standards and performance levels for students.
- (g) Each candidate demonstrates the ability to communicate with students' families and communities about students' progress, in order to enhance learning opportunities for all students.
- (h) Each candidate takes part in professional conversations that focus on articulating core academic standards-based instruction at and across grade levels and/or subject areas.

Program Standard 6: Advanced Study of Supporting Equity, Diversity and Access to the Core Curriculum

In the professional teacher induction program each candidate builds on the knowledge, skills and abilities acquired during preliminary preparation for creating environments that support learning for diverse students, providing equitable access to the core curriculum, and enabling all students to meet the State-adopted academic content standards and performance levels for students. Candidates identify the ways in which their teaching practices and student learning are shaped, informed and impacted by diversity in California society, including differences in socio-economic status. The program provides opportunities for each candidate to design and implement equitable learning opportunities that maximize achievement and academic success for all students, with specific attention to the protections provided under the provisions of Assembly Bill 537, Chapter 587, Statutes of 1999 1. Each candidate examines and analyzes personal and institutional biases that impact student learning and seeks to eliminate them from professional practice.

Required Elements

- (a) Each candidate develops knowledge and understanding of the background experiences, languages, skills, and abilities of his/her students and applies appropriate pedagogical practices that provide equitable access to the core curriculum and enable all students to meet the state-adopted academic content standards and performance levels for students.
- (b) Each candidate systematically examines personal beliefs, attitudes, and expectations related to diverse students, families, cultures, schools, and communities, knows their impact on student learning and uses only those instructional strategies that effectively maximize academic performance for all students.

- (c) Each candidate assesses students' specific learning needs in order to plan and provide appropriate learning opportunities to master the State-adopted academic content standards and performance levels for students.
- (d) Each candidate includes appropriately in classroom instruction the history and traditions of the major cultural and ethnic groups in California society.
- (e) Each candidate examines his/her beliefs, attitudes, and expectations related to gender and sexual orientation, and creates gender-fair, bias-free learning environments.
- (f) Each candidate recognizes and seeks to eliminate bias in the classroom and creates an equitable learning community that contributes to the physical, social, emotional, and intellectual safety of all students.
- (g) Each candidate recognizes institutional bias in schools and larger educational systems, and works to overcome its effects on students by focusing on each student's ability to meet the State-adopted academic content standards for students at high performance levels.

Appendices:

I) Intent to Submit Clear Credential Program

II) Transmittal Cover Sheet

**Intent to Submit
SB 2042 Clear Credential Program**

Sponsoring Organization:

Name _____

Title_____

Address_____

Phone _____Fax _____

E-mail_____

Fax to the attention of

**Terry Janicki
PSD-California Commission on Teacher Credentialing**

916-327-3165

SB 2042 Clear Credential Program - Transmittal Cover Sheet

Sponsoring Organization:

Name _____

Program Contacts:

1. Name _____

Title _____

Address _____

Phone _____ Fax _____

E-mail _____

2. Name _____

Title _____

Address _____

Phone _____ Fax _____

E-mail _____

Chief Executive Officer (*President or Provost; Superintendent*):

Name _____

Address _____

Phone _____ Fax _____

E-mail _____

I Hereby Signify My Approval to Transmit This Proposal Document to the California Commission on Teacher Credentialing:

CEO Signature _____

Title _____

Date _____